



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 11401367
SAU: Readfield School Department
School: Readfield Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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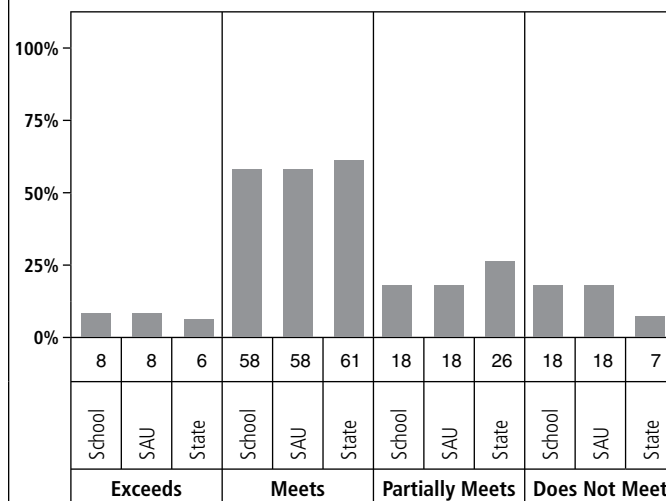
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 5
 SAU: Readfield School Department
 School: Readfield Elementary School

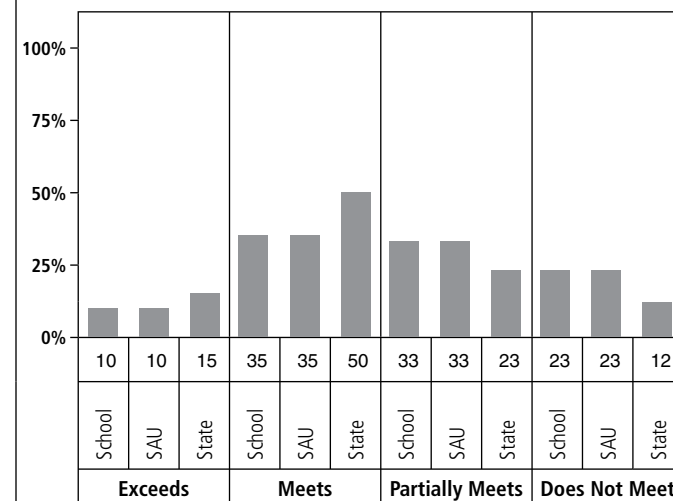
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	547	547	544
2007–2008	541	541	545
2008–2009	545	545	546
Cum. Avg.*	544	544	545
Mathematics			
2006–2007	544	544	546
2007–2008	536	536	546
2008–2009	542	542	547
Cum. Avg.*	540	540	546
Science			
2008–2009 **	547	547	543

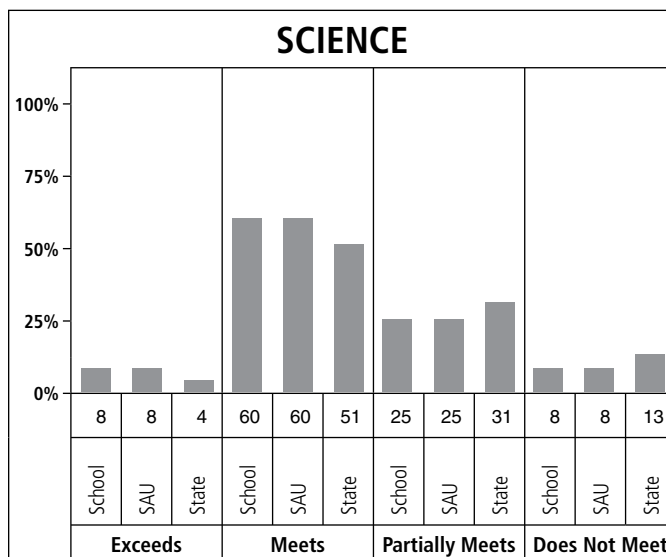
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Readfield School Department
School: Readfield Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	40	100	40	100	14212	100	40	100	40	100	14135	100	40	100	40	100	14144	100	40	100	40	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	40	100	40	100	13271	93	40	100	40	100	13212	100	40	100	40	100	13211	100	40	100	40	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	1	3	1	3	2479	17	1	100	1	100	2454	100	1	100	1	100	2455	100	1	100	1	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	13	33	13	33	5848	41	13	100	13	100	5815	100	13	100	13	100	5819	100	13	100	13	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	27	68	27	68	10849	76	27	68	27	68	10872	76	27	68	27	68	10976	77
Identified disability (PET/IEP)	0	0	0	0	298	3	0	0	0	0	307	3	0	0	0	0	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	13	33	13	33	3122	22	13	33	13	33	3124	22	13	33	13	33	3019	21
Identified disability (PET/IEP)	1	8	1	8	1992	64	1	8	1	8	2000	64	1	8	1	8	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	12	92	12	92	907	29	12	92	12	92	886	28	12	92	12	92	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Readfield School Department
School: Readfield Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	6	2	6	702	5
	2007-2008	1	2	1	2	659	5
	2008-2009	3	8	3	8	836	6
	Cum. Total*	6	5	6	5	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	21	64	21	64	7730	55
	2007-2008	18	44	18	44	8195	58
	2008-2009	23	58	23	58	8495	61
	Cum. Total*	62	54	62	54	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	10	30	10	30	4182	30
	2007-2008	13	32	13	32	3800	27
	2008-2009	7	18	7	18	3667	26
	Cum. Total*	30	26	30	26	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	0	0	0	0	1419	10
	2007-2008	9	22	9	22	1362	10
	2008-2009	7	18	7	18	973	7
	Cum. Total*	16	14	16	14	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.5	61.5	29.5	61.5	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	15.2	63.3	15.2	63.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	14.3	59.6	14.3	59.6	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Readfield School Department
 School: Readfield Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	40	3	8	23	58	7	18	7	18	545	40	8	58	18	18	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	40	3	8	23	58	7	18	7	18	545	40	8	58	18	18	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2290	0	29	47	23	537
No	39	3	8	22	56	7	18	7	18	545	39	8	56	18	18	545	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	40	3	8	23	58	7	18	7	18	545	40	8	58	18	18	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	13	0	0	8	62	1	8	4	31	542	13	0	62	8	31	542	5716	2	51	35	12	542
No	27	3	11	15	56	6	22	3	11	546	27	11	56	22	11	546	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	40	3	8	23	58	7	18	7	18	545	40	8	58	18	18	545	13963	6	61	26	7	546
Gender																						
Female	28	1	4	18	64	5	18	4	14	544	28	4	64	18	14	544	6882	8	62	24	6	547
Male	12	2	17	5	42	2	17	3	25	545	12	17	42	17	25	545	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	0	0	5	100	519	5	0	0	0	100	519	1914	1	41	44	14	540
No	35	3	9	23	66	7	20	2	6	548	35	9	66	20	6	548	12057	7	64	23	6	547
Gifted/talented program																						
Yes	6	2	33	4	67	0	0	0	0	559	6	33	67	0	0	559	450	26	72	2	0	557
No	34	1	3	19	56	7	21	7	21	542	34	3	56	21	21	542	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: Readfield School Department
School: Readfield Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	18 36 44 3	0 0 3 0	0 0 18 0	1 9 13 0	14 64 76 0	1 5 0 0	14 36 0 0	5 0 1 1	71 0 6 100	529 547 551 522	18 36 44 3	0 0 18 0	14 64 76 0	14 36 0 0	71 0 6 100	529 547 551 522	4 70 24 2	2 6 7 4	40 63 61 42	34 26 26 33	24 6 6 21	540 546 546 541
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	31 56 10 3	1 2 0 0	8 9 0 0	7 13 2 1	58 59 50 100	2 3 1 0	17 14 25 0	2 4 1 0	17 18 25 0	546 545 538 548	31 56 10 3	8 9 0 0	58 59 50 100	17 14 25 0	17 18 25 0	546 545 538 548	36 47 15 2	10 5 2 0	67 62 47 30	18 27 40 46	5 6 12 24	549 546 541 537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	18 64 10 8	0 3 0 0	0 12 0 0	7 14 1 1	100 56 25 33	0 4 1 1	0 16 25 33	0 4 2 1	0 16 50 33	552 546 532 538	18 64 10 8	0 12 0 0	100 56 25 33	0 16 25 33	0 16 50 33	552 546 532 538	31 55 10 3	9 5 3 1	65 63 45 31	20 27 38 41	5 5 14 27	548 546 542 537
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	3 74 23	0 1 2	0 3 22	0 16 7	0 55 78	0 6 0	0 21 0	1 6 0	100 21 0	530 542 556	3 74 23	0 3 22	0 55 78	0 21 0	100 21 0	530 542 556	16 64 20	3 7 5	49 63 62	32 25 26	15 5 7	542 547 546
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	13 54 33	0 1 2	0 5 15	2 11 10	40 52 77	2 3 1	40 14 8	1 6 0	20 29 0	541 541 553	13 54 33	0 5 15	40 52 77	40 14 8	20 29 0	541 541 553	10 52 38	1 4 10	33 61 68	42 29 18	24 6 4	538 545 549
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	21 51 18 10	0 3 0 0	0 15 0 0	4 13 4 2	50 65 57 50	1 1 2 2	13 5 29 50	3 3 1 0	38 15 14 0	537 549 542 543	21 51 18 10	0 15 0 0	50 65 57 50	13 5 29 50	38 15 14 0	537 549 542 543	20 56 10 14	10 7 3 1	64 65 52 46	21 24 33 38	5 5 12 14	548 547 543 541
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	24 21 55	0 1 2	0 13 10	3 5 15	33 63 71	2 1 3	22 13 14	4 1 1	44 13 5	535 544 550	24 21 55	0 13 10	33 63 71	22 13 14	44 13 5	535 544 550	25 26 49	3 6 8	53 61 65	33 26 23	11 7 5	543 546 547
Optional school/SAU question A. B. C. D.	0 0 0 0										0 0 0 0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Readfield School Department
School: Readfield Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	1	3	1	3	1711	12
	2007-2008	2	5	2	5	1617	12
	2008-2009	4	10	4	10	2119	15
	Cum. Total*	7	6	7	6	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	19	58	19	58	6778	48
	2007-2008	11	27	11	27	7284	52
	2008-2009	14	35	14	35	7046	50
	Cum. Total*	44	39	44	39	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	10	30	10	30	3884	28
	2007-2008	13	32	13	32	3341	24
	2008-2009	13	33	13	33	3193	23
	Cum. Total*	36	32	36	32	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	3	9	3	9	1683	12
	2007-2008	15	37	15	37	1778	13
	2008-2009	9	23	9	23	1638	12
	Cum. Total*	27	24	27	24	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	22.3	46.5	22.3	46.5	25.5	53.1
A. Number	18	38	8.1	45.0	8.1	45.0	9.8	54.4
B. Data	10	21	5.0	50.0	5.0	50.0	5.2	52.0
C. Geometry	10	21	4.1	41.0	4.1	41.0	4.7	47.0
D. Algebra	10	21	5.2	52.0	5.2	52.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Readfield School Department
 School: Readfield Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	40	4	10	14	35	13	33	9	23	542	40	10	35	33	23	542	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	40	4	10	14	35	13	33	9	23	542	40	10	35	33	23	542	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2307	3	32	32	33	536
No	39	4	10	14	36	13	33	8	21	542	39	10	36	33	21	542	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	40	4	10	14	35	13	33	9	23	542	40	10	35	33	23	542	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	13	1	8	6	46	3	23	3	23	541	13	8	46	23	23	541	5731	7	46	29	18	542
No	27	3	11	8	30	10	37	6	22	542	27	11	30	37	22	542	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	40	4	10	14	35	13	33	9	23	542	40	10	35	33	23	542	13988	15	50	23	12	547
Gender																						
Female	28	3	11	11	39	7	25	7	25	542	28	11	39	25	25	542	6889	14	51	23	12	546
Male	12	1	8	3	25	6	50	2	17	542	12	8	25	50	17	542	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	1	20	4	80	527	5	0	0	20	80	527	1918	3	39	36	22	539
No	35	4	11	14	40	12	34	5	14	544	35	11	40	34	14	544	12078	17	52	21	10	548
Gifted/talented program																						
Yes	6	2	33	4	67	0	0	0	0	559	6	33	67	0	0	559	450	64	34	2	0	564
No	34	2	6	10	29	13	38	9	26	539	34	6	29	38	26	539	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Readfield School Department
 School: Readfield Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	18	0	0	1	14	3	43	3	43	535	18	0	14	43	43	535	4	8	38	26	28	539
B. less than one hour	36	2	14	5	36	4	29	3	21	542	36	14	36	29	21	542	70	15	52	23	10	547
C. one to two hours	44	2	12	8	47	6	35	1	6	546	44	12	47	35	6	546	24	15	51	23	11	547
D. more than two hours	3	0	0	0	0	0	0	1	100	528	3	0	0	0	100	528	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	3	27	4	36	2	18	2	18	548	28	27	36	18	18	548	34	28	50	14	8	552
B. good	44	1	6	8	47	5	29	3	18	542	44	6	47	29	18	542	45	11	54	24	10	546
C. fair	23	0	0	2	22	5	56	2	22	538	23	0	22	56	22	538	18	3	45	33	19	540
D. poor	5	0	0	0	0	1	50	1	50	530	5	0	0	50	50	530	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	28	1	9	5	45	3	27	2	18	544	28	9	45	27	18	544	38	22	52	19	7	550
B. They match some of what I have learned.	59	3	13	9	39	7	30	4	17	543	59	13	39	30	17	543	48	12	53	24	11	546
C. They match just a little of what I have learned.	8	0	0	0	0	1	33	2	67	529	8	0	0	33	67	529	11	6	40	30	24	540
D. There is no match.	5	0	0	0	0	2	100	0	0	538	5	0	0	100	0	538	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	37	1	7	5	36	6	43	2	14	542	37	7	36	43	14	542	17	7	42	30	21	540
B. about the same as my regular schoolwork	63	3	13	8	33	7	29	6	25	542	63	13	33	29	25	542	64	15	53	23	10	547
C. easier than my regular schoolwork	0										0						19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	15	0	0	0	0	3	50	3	50	529	15	0	0	50	50	529	7	6	39	27	27	539
B. 30–45 minutes	28	2	18	4	36	4	36	1	9	547	28	18	36	36	9	547	28	9	49	28	15	544
C. 45–60 minutes	38	2	13	7	47	5	33	1	7	546	38	13	47	33	7	546	41	17	53	21	9	548
D. more than 60 minutes	18	0	0	3	43	1	14	3	43	539	18	0	43	14	43	539	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	1	100	0	0	534	3	0	0	100	0	534	6	14	43	24	20	543
B. two or three days a week	21	1	13	5	63	1	13	1	13	549	21	13	63	13	13	549	24	17	52	21	10	548
C. two or three times each month	21	2	25	4	50	2	25	0	0	551	21	25	50	25	0	551	33	17	52	21	9	548
D. never or almost never	56	1	5	5	23	9	41	7	32	537	56	5	23	41	32	537	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	8	0	0	1	33	1	33	1	33	535	8	0	33	33	33	535	23	13	47	26	15	545
B. two or three days a week	18	1	14	2	29	3	43	1	14	543	18	14	29	43	14	543	31	17	52	21	10	548
C. two or three times each month	38	2	13	7	47	4	27	2	13	545	38	13	47	27	13	545	27	17	52	21	10	548
D. never or almost never	36	1	7	4	29	5	36	4	29	540	36	7	29	36	29	540	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Readfield School Department
School: Readfield Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	3	8	3	8	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	24	60	24	60	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	10	25	10	25	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	3	8	3	8	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	31.4	65.4	31.4	65.4	29.2	60.8
D. The Physical Setting	24	50	13.5	56.3	13.5	56.3	12.9	53.8
E. The Living Environment	24	50	17.9	74.6	17.9	74.6	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: Readfield School Department
School: Readfield Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	40	3	8	24	60	10	25	3	8	547	40	8	60	25	8	547	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	40	3	8	24	60	10	25	3	8	547	40	8	60	25	8	547	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	1										1						2309	2	29	39	29	536
No	39	3	8	24	62	9	23	3	8	547	39	8	62	23	8	547	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	40	3	8	24	60	10	25	3	8	547	40	8	60	25	8	547	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	13	1	8	7	54	3	23	2	15	546	13	8	54	23	15	546	5729	2	42	37	20	539
No	27	2	7	17	63	7	26	1	4	547	27	7	63	26	4	547	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	40	3	8	24	60	10	25	3	8	547	40	8	60	25	8	547	13987	4	51	31	13	543
Gender																						
Female	28	0	0	21	75	5	18	2	7	547	28	0	75	18	7	547	6886	4	49	33	14	542
Male	12	3	25	3	25	5	42	1	8	547	12	25	25	42	8	547	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	4	80	1	20	532	5	0	0	80	20	532	1917	1	31	41	28	536
No	35	3	9	24	69	6	17	2	6	549	35	9	69	17	6	549	12078	5	55	30	11	544
Gifted/talented program																						
Yes	6	2	33	4	67	0	0	0	0	557	6	33	67	0	0	557	450	25	72	2	1	557
No	34	1	3	20	59	10	29	3	9	545	34	3	59	29	9	545	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Readfield School Department
 School: Readfield Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	18	0	0	1	14	4	57	2	29	535	18	0	14	57	29	535	4	2	37	35	25	538
B. less than one hour	36	1	7	10	71	2	14	1	7	548	36	7	71	14	7	548	70	4	53	31	12	544
C. one to two hours	44	2	12	12	71	3	18	0	0	552	44	12	71	18	0	552	24	5	51	31	12	544
D. more than two hours	3	0	0	0	0	1	100	0	0	532	3	0	0	100	0	532	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	28	1	9	6	55	2	18	2	18	547	28	9	55	18	18	547	26	7	56	26	11	545
B. good	59	2	9	14	61	6	26	1	4	548	59	9	61	26	4	548	53	4	53	31	11	544
C. fair	13	0	0	3	60	2	40	0	0	544	13	0	60	40	0	544	18	2	41	39	17	540
D. poor	0										0						3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	26	0	0	5	50	3	30	2	20	543	26	0	50	30	20	543	23	5	56	28	11	544
B. They match some of what I have learned.	59	2	9	15	65	5	22	1	4	548	59	9	65	22	4	548	48	5	52	31	12	544
C. They match just a little of what I have learned.	15	1	17	3	50	2	33	0	0	552	15	17	50	33	0	552	23	4	49	33	14	543
D. There is no match.	0										0						6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	18	2	29	4	57	0	0	1	14	555	18	29	57	0	14	555	23	5	48	31	16	543
B. about the same as my regular schoolwork	61	1	4	13	57	7	30	2	9	545	61	4	57	30	9	545	58	4	52	32	12	543
C. easier than my regular schoolwork	21	0	0	5	63	3	38	0	0	547	21	0	63	38	0	547	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	21	0	0	6	75	0	0	2	25	546	21	0	75	0	25	546	33	5	51	31	14	543
B. a few times a week	76	3	10	16	55	9	31	1	3	547	76	10	55	31	3	547	45	4	52	32	11	544
C. once a week	3	0	0	1	100	0	0	0	0	548	3	0	100	0	0	548	8	4	50	30	16	542
D. a few times a month	0										0						15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	15	0	0	3	50	2	33	1	17	541	15	0	50	33	17	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	23	1	11	4	44	3	33	1	11	544	23	11	44	33	11	544	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	33	1	8	10	77	2	15	0	0	552	33	8	77	15	0	552	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	28	1	9	6	55	3	27	1	9	546	28	9	55	27	9	546	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	41	3	19	7	44	3	19	3	19	546	41	19	44	19	19	546	47	4	51	32	12	543
B. a few times a month	41	0	0	10	63	6	38	0	0	546	41	0	63	38	0	546	27	5	54	30	11	544
C. once a month	13	0	0	5	100	0	0	0	0	554	13	0	100	0	0	554	10	5	49	30	15	543
D. never or almost never	5	0	0	1	50	1	50	0	0	546	5	0	50	50	0	546	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	37	2	14	6	43	4	29	2	14	546	37	14	43	29	14	546	46	4	52	32	12	543
B. a few times a month	39	0	0	11	73	3	20	1	7	546	39	0	73	20	7	546	28	5	53	30	12	544
C. once a month	11	1	25	2	50	1	25	0	0	552	11	25	50	25	0	552	11	4	47	34	15	542
D. never or almost never	13	0	0	3	60	2	40	0	0	548	13	0	60	40	0	548	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number